



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Sandringham and West Newton Church of England Voluntary Aided Primary School

School Road, West Newton
King's Lynn, Norwich
PE31 6AX

Previous SIAMS grade: Outstanding

Current inspection grade: Good

Diocese: Norwich

Local authority: Norfolk

Date of inspection: 23 May 2016

Date of last inspection: 10 June 2011

School's unique reference number: 121137

Headteacher: Jane Gardener

Inspector's name and number: Christine Livings (Trainee)

QA Assessor: Lizzie McWhirter 244

School context

Sandringham and West Newton is a small rural primary school. It has a close and significant relationship with the local church and is well supported by parents and The Sandringham Estate. There are currently 81 pupils, organized into 1 reception class and 3 mixed aged classes. The proportion of pupils who are eligible for pupil premium funding and have special educational needs are below average. The majority of pupils are White British. A new headteacher has been in post since September 2015. The school is currently preparing to become a federation during the autumn term with another local church school.

The distinctiveness and effectiveness of Sandringham and West Newton as a Church of England school are good

- The close relationship with the local church has continued to provide rich experiences for the pupils. As a result, they develop a sound understanding of Anglican traditions and key festivals.
- Behaviour of the pupils is very good and relationships between all members of the school community reflect the impact of the school's Christian values.
- The headteacher and governors have a clear vision for the future direction of this church school, based on meaningful consultations with parents.

Areas to improve

- Embed the assessment of religious education (RE) and put in place a formal monitoring programme by the school and governors. This ensures that expectations are raised, resulting in high quality pupil work and progress.
- Enable pupils to grow in age-appropriate understanding of God as Father, Son and Holy Spirit to support their knowledge of The Trinity as part of their regular worshipping life.
- Ensure that pupils meet more people from other faiths and church communities to enrich their appreciation of Christianity as a multi-cultural world faith and develop their understanding of other faiths.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

Sandringham and West Newton is a happy, caring and inclusive school with Christian values at the heart. The school believes that 'all children are God's children with their own particular skills' and nurtures each individual child to 'be the best they can be'. Children say that 'the teachers know us so well and teach us according to where we are'. Children are confident in their learning. There is a clear Christian message that it is acceptable to make a mistake, from which they learn, and they are encouraged to persevere. School data shows that attendance is high and all pupils are making good progress. Relationships between pupils and adults reflect the impact of values taught through collective worship and RE. These are embedded throughout the day and contribute to the culture of respect, trust and support. For example, pupils are learning the importance of friendship and forgiveness through Bible stories and modern examples of faith. They can talk about the relevance of these to their own lives. As a result, behaviour is outstanding. Many parents choose the school for the Christian ethos and the experiences offered to the children through the close partnership with the church and local community. Pupils are developing an understanding of the importance of the local and national Anglican church through RE, the church and their location within The Sandringham Estate. A high percentage of the children attend Sunday school in West Newton and have met HM The Queen. As a result, they understand that The Queen is Head of the Church of England. The school's Christian values have a clear impact on the children's spiritual, moral, social and cultural (SMSC) development. Children are learning to take responsibility and consider how they can make a difference. The school council organises different fundraising events each year, such as Seeds for Africa. These events give the pupils insight into different cultures. However, the school recognises that welcoming visitors to enrich the children's understanding of Christianity as a world-wide faith and their understanding of other faiths is a focus for development.

The impact of collective worship on the school community is good

Distinctively Christian collective worship reflects the biblical values at the heart of the school community and is regarded by all as an important start to the school day. Pupils say that 'collective worship and the Bible brings everyone together, teaching us the key values in our school and how to behave'. The impact of the current value of forgiveness can be seen in relationships around school and how pupils are learning to resolve issues themselves. The excellent links with the church have continued since the last inspection. The incumbent leads school worship weekly and plans the programme with the head. Pupils attend church regularly throughout the year. As a result, they are developing a real understanding of local worship traditions, Christian festivals and the seasons of the church year. Governors and many parents regularly attend collective worship and church services, especially the half termly family communion service. This reinforces the importance of all worship. A good example is the annual Clypping Service, involving children, staff and parents joining hands around the church. Consequently, pupils' understanding of the important role of the church to the local community is embedded. There is an established pattern of prayer underpinning the school day which pupils see as important. For example, a child said, 'it is a chance to talk to God even though he is in heaven, a chance to say thank you'. Furthermore, all classes finish the day with prayer, including the older class who sing The Gloria. Children enjoy quiet reflection in worship and areas around the school and grounds, including the 'Garden of Reflection'. Pupils say, 'we can always find a space to be quiet, to have time to think and reflect'. Music clearly plays a key part; it adds to the spiritual atmosphere and helps to promote Christian teaching through, for example, the school song. Pupils enjoy playing their instruments as part of the worship and read prayers which they have written. Pupils are being given more experiences to lead and plan worship, showing how the school has moved on since the last inspection. Pupils are aware of God as Father, Son and Holy Spirit and can articulate their understanding because of teaching in RE. However, this has yet to be embedded as a regular part of the school community's worshipping life. The school recognises this is an area for development, along with the Ethos Committee using the monitoring of worship to inform future planning.

The effectiveness of the religious education is good

RE is regarded by the school as an important core subject. Creative, differentiated teaching results in children making good progress in RE from their starting points. Children share their learning from RE in collective worship where their achievements are recognised by the award of certificates. Every three years, children in Year 5 and 6 produce topic work for HM The Queen's Prize which reinforces the importance of RE. Starting from the Norfolk Local Agreed Syllabus, the school extends this to provide a rich and relevant curriculum. The close partnership with the incumbent and the school's locality within The Sandringham Estate provide experiences for the children of a living Christian faith. Children recently interviewed parishioners of West Newton Church to produce church guides for St Peter and St Paul Church on The Sandringham Estate. This was valuable in developing their skills of questioning and interpretation. During the annual Rogation-tide walk, children ask 'I wonder why questions'. Such experiences encourage reflection and help the children to understand the impact of Christianity on believers. Children are developing skills which they can confidently use in other areas of learning. The teaching of RE clearly impacts on the Christian values of the school. It links to collective worship and enables the children to see the relevance of the Bible to their own lives. Children say, 'RE helps us to learn about Jesus and God and how to treat people fairly'. However, the school recognises the need for pupils to deepen their understanding of other faiths and cultures. The head is currently working closely with the RE adviser and another school to review the RE curriculum. She has identified the need to implement a more rigorous system for assessment which will inform future teaching and learning and continue to raise standards in RE.

The effectiveness of the leadership and management of the school as a church school is good

The headteacher and governors articulate a clear Christian vision for the school which is explicitly communicated and understood by pupils, staff and parents. This promotes pupils' achievements both academically and in personal aspects of their life. The school website clearly celebrates the school's Christian distinctiveness and the governors' aim for 'every child to achieve to the very best of their ability, as an individual, guided by Christian principles'. This is a clear development from the last inspection. The introduction of regular pupil progress interviews and the detailed half termly headteacher report to governors enable all staff and governors to have a good understanding of the school's performance. Governors regularly attend collective worship and ensure collective worship and RE meet the statutory requirements. Governors and parents recognise how the Christian values impact on children's learning, social behaviours and SMSC development. For example, parents say 'this results in respect for other learners and the confidence to settle differences.' Governors have a clear strategic vision for the future direction of this school. This is evident in the decision to federate, in the autumn term, with another church school. Governors believe this will strengthen the school's Christian distinctiveness and benefit all children, staff and parents. Leaders recognise they now need to evaluate the impact of the Christian distinctiveness on pupils more rigorously to inform future planning. The school has good relationships with parents, the local church, The Sandringham Estate and the diocese. Recently, the school received a contribution to community award for their collaborative work on 'The King's Men in the Gallipoli Campaign'. Parents feel fully involved in the life of the school. They appreciate the welcome they receive in school, the support given when needed and the many occasions to be involved in school activities with their children. The school takes account of children's views through the school council and parents' views through meaningful consultation. Close links with the diocese provides support, training and the chance to share good practice with other church schools, resulting in improved practice. For example, the Ethos Committee, responsible for Christian distinctiveness, was established following conversations with the school's Diocesan School Support Officer. Under the leadership of the new headteacher, supported by the governors, the school is making good progress.